



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 12101534
SAU: MSAD 16
School: Hall-Dale High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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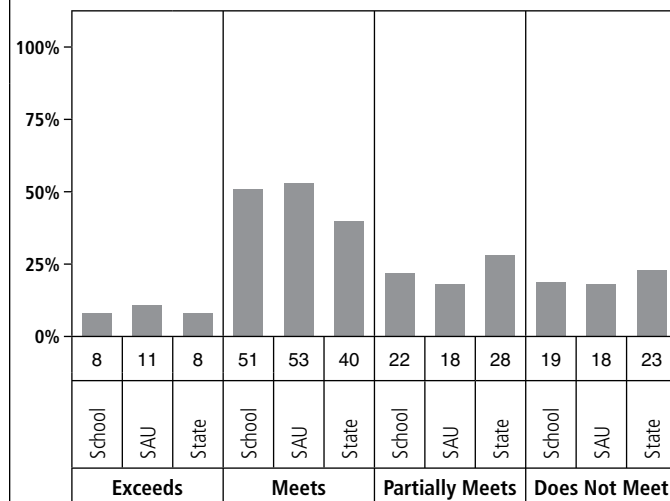
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

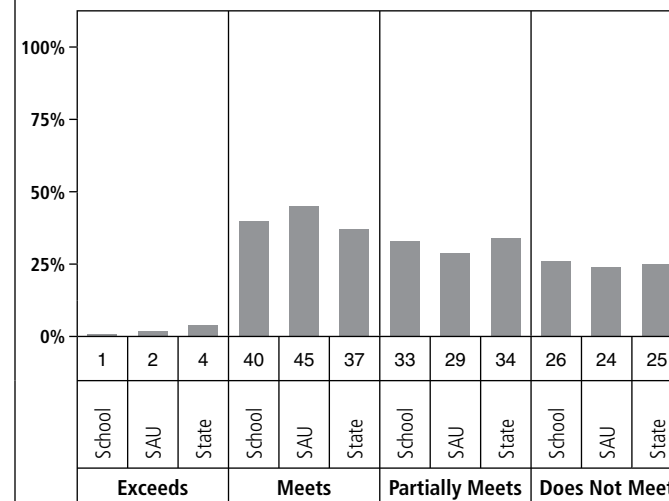
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1144 1144	1143 1145	1141 1141
Mathematics 2006–2007 2007–2008	1140 1139	1140 1140	1140 1141
Writing 2006–2007 2007–2008	1143 1141	1143 1142	1141 1140
Science 2007–2008	1142	1143	1141

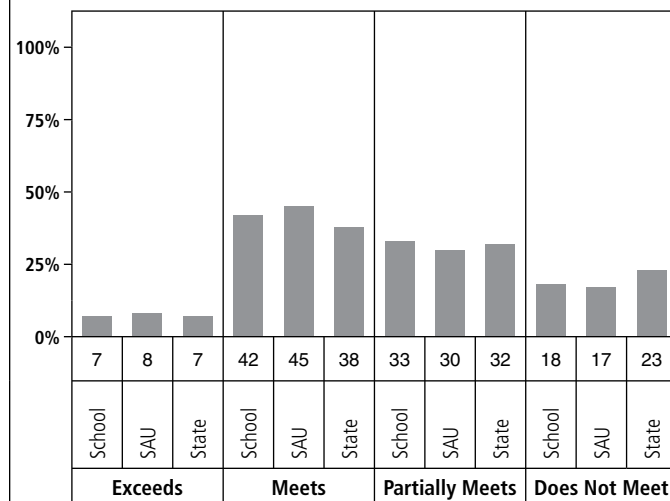
CRITICAL READING



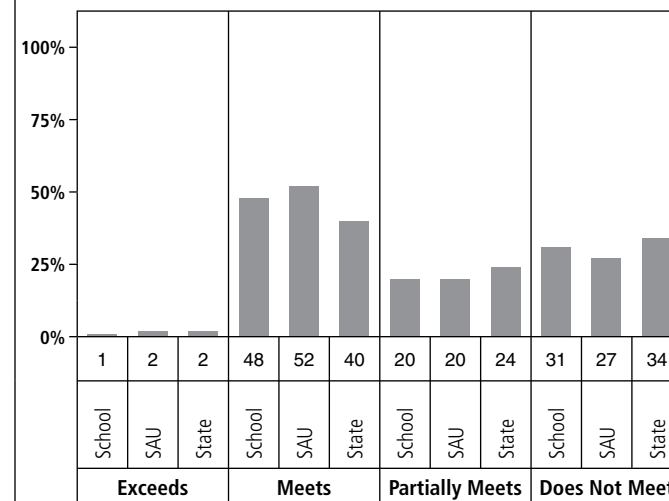
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	97	100	69	100	15604	100	93	96	68	99	14875	96	95	98	68	99	15165	97	93	96	68	99	14869	96	96	99	68	99	14961	96
Ethnicity African American/Black	0	0	0	0	305	2	0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	0	0	0	0	215	1	0	0	0	0	194	90	0	0	0	0	202	94	0	0	0	0	194	90	0	0	0	0	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	97	100	69	100	14841	95	93	96	68	99	14207	96	95	98	68	99	14457	98	93	96	68	99	14202	96	96	99	68	99	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	18	19	13	19	2247	14	18	100	13	100	2065	93	18	100	13	100	2138	96	18	100	13	100	2060	92	18	100	13	100	2081	93
Current LEP	3	3	2	3	648	4	3	100	2	100	508	79	3	100	2	100	564	87	3	100	2	100	507	78	3	100	2	100	534	83
Economically disadvantaged	24	25	16	23	4028	26	24	100	16	100	3682	92	24	100	16	100	3831	95	24	100	16	100	3679	92	24	100	16	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		%		N		N		%		N		N		%		N		N		%		N	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	79	81	58	84	13042	84	81	84	58	84	13332	85	79	81	58	84	13042	84	82	85	58	84	13192	85
Identified disability (PET/IEP)	5	6	4	7	739	6	5	6	4	7	810	6	5	6	4	7	739	6	5	6	4	7	791	6
LEP	2	3	1	2	399	3	2	2	1	2	456	3	2	3	1	2	399	3	2	2	1	2	436	3
504 plan	1	1	1	2	196	2	1	1	1	2	204	2	1	1	1	2	196	2	1	1	1	2	201	2
Participation with accommodations	12	12	8	12	1623	10	12	12	8	12	1624	10	12	12	8	12	1625	10	12	12	8	12	1567	10
Identified disability (PET/IEP)	11	92	7	88	1117	69	11	92	7	88	1119	69	11	92	7	88	1119	69	11	92	7	88	1088	69
LEP	1	8	1	13	93	6	1	8	1	13	93	6	1	8	1	13	93	6	1	8	1	13	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	2	2	2	3	209	1	2	2	2	3	209	1	2	2	2	3	202	1	2	2	2	3	202	1
Identified disability (PET/IEP)	2	100	2	100	209	100	2	100	2	100	209	100	2	100	2	100	202	100	2	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	4	4	1	1	693	4	2	2	1	1	399	3	4	4	1	1	699	4	1	1	1	1	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	12	14	7	12	1079	7
	2006-2007	11	12	8	12	1168	8
	2007-2008	7	8	7	11	1184	8
	Cum. Total*	30	11	22	12	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	33	39	23	39	5697	38
	2006-2007	38	41	25	38	5714	38
	2007-2008	46	51	35	53	5885	40
	Cum. Total*	117	44	83	43	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	22	26	18	31	4772	32
	2006-2007	32	35	25	38	4728	31
	2007-2008	20	22	12	18	4093	28
	Cum. Total*	74	28	55	29	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	17	20	11	19	3595	24
	2006-2007	11	12	8	12	3444	23
	2007-2008	17	19	12	18	3417	23
	Cum. Total*	45	17	31	16	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	90	7	8	46	51	20	22	17	19	1144	66	11	53	18	18	1145	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	0										0						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	90	7	8	46	51	20	22	17	19	1144	66	11	53	18	18	1145	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	4	27	3	20	8	53	1130	11	0	27	18	55	1130	1823	1	9	24	65	1126
No	75	7	9	42	56	17	23	9	12	1146	55	13	58	18	11	1148	12756	9	45	29	17	1143
Current LEP																						
Yes	3										2						488	3	22	24	52	1132
No	87	7	8	45	52	19	22	16	18	1144	64	11	53	17	19	1145	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	23	0	0	12	52	5	22	6	26	1140	16	0	63	13	25	1142	3545	3	28	30	39	1134
No	67	7	10	34	51	15	22	11	16	1145	50	14	50	20	16	1145	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	90	7	8	46	51	20	22	17	19	1144	66	11	53	18	18	1145	14574	8	40	28	23	1141
Gender																						
Female	41	3	7	24	59	8	20	6	15	1145	29	10	62	14	14	1147	7237	8	42	30	19	1142
Male	49	4	8	22	45	12	24	11	22	1142	37	11	46	22	22	1143	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	90	7	8	46	51	20	22	17	19	1144	66	11	53	18	18	1145	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	90	7	8	46	51	20	22	17	19	1144	66	11	53	18	18	1145	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	3 1	3 1	3 1	5 2	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	28 37	30 40	18 30	27 45	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	39 30	42 33	27 19	41 29	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	22 24	24 26	18 16	27 24	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	1	1	37	40	30	33	24	26	1139	66	2	45	29	24	1140	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	0										0						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	92	1	1	37	40	30	33	24	26	1139	66	2	45	29	24	1140	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	3	20	4	27	8	53	1127	11	0	27	18	55	1128	1896	0	8	22	70	1130
No	77	1	1	34	44	26	34	16	21	1141	55	2	49	31	18	1142	12974	5	41	36	18	1142
Current LEP																						
Yes	3										2						545	3	16	28	53	1135
No	89	1	1	36	40	30	34	22	25	1139	64	2	45	30	23	1140	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	23	0	0	8	35	9	39	6	26	1136	16	0	50	31	19	1139	3695	1	22	37	40	1136
No	69	1	1	29	42	21	30	18	26	1140	50	2	44	28	26	1140	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	92	1	1	37	40	30	33	24	26	1139	66	2	45	29	24	1140	14865	4	37	34	25	1141
Gender																						
Female	42	0	0	21	50	9	21	12	29	1139	29	0	59	17	24	1140	7362	3	36	36	24	1140
Male	50	1	2	16	32	21	42	12	24	1139	37	3	35	38	24	1140	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	92	1	1	37	40	30	33	24	26	1139	66	2	45	29	24	1140	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	92	1	1	37	40	30	33	24	26	1139	66	2	45	29	24	1140	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	8	10	6	10	952	6
	2006-2007	5	5	4	6	937	6
	2007-2008	6	7	5	8	962	7
	Cum. Total*	19	7	15	8	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	39	46	28	47	6055	40
	2006-2007	48	52	36	55	6167	41
	2007-2008	38	42	30	45	5564	38
	Cum. Total*	125	47	94	49	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	24	29	14	24	4916	32
	2006-2007	24	26	16	24	4723	31
	2007-2008	30	33	20	30	4679	32
	Cum. Total*	78	29	50	26	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	13	15	11	19	3221	21
	2006-2007	15	16	10	15	3227	21
	2007-2008	16	18	11	17	3376	23
	Cum. Total*	44	17	32	17	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	90	6	7	38	42	30	33	16	18	1141	66	8	45	30	17	1142	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	0										0						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	90	6	7	38	42	30	33	16	18	1141	66	8	45	30	17	1142	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	1	7	7	47	7	47	1129	11	0	9	55	36	1130	1825	1	7	23	69	1125
No	75	6	8	37	49	23	31	9	12	1144	55	9	53	25	13	1145	12756	7	43	33	17	1142
Current LEP																						
Yes	3										2						488	3	19	29	49	1131
No	87	6	7	38	44	29	33	14	16	1142	64	8	47	30	16	1143	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	23	0	0	7	30	9	39	7	30	1136	16	0	38	38	25	1138	3546	2	25	35	38	1134
No	67	6	9	31	46	21	31	9	13	1144	50	10	48	28	14	1144	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	90	6	7	38	42	30	33	16	18	1141	66	8	45	30	17	1142	14576	7	38	32	23	1140
Gender																						
Female	41	5	12	21	51	9	22	6	15	1145	29	14	59	14	14	1147	7239	8	43	33	17	1142
Male	49	1	2	17	35	21	43	10	20	1138	37	3	35	43	19	1139	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	90	6	7	38	42	30	33	16	18	1141	66	8	45	30	17	1142	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	90	6	7	38	42	30	33	16	18	1141	66	8	45	30	17	1142	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	1	1	1	2	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	45	48	34	52	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	19	20	13	20	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	29	31	18	27	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.01	46.7	7.31	48.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.15	43.9	6.67	47.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.68	40.6	5.69	40.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.38	56.8	7.49	57.6	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 16
School: Hall-Dale High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	94	1	1	45	48	19	20	29	31	1142	66	2	52	20	27	1143	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	0										0						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	94	1	1	45	48	19	20	29	31	1142	66	2	52	20	27	1143	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	3	19	3	19	10	63	1136	11	0	27	18	55	1138	1879	0	11	17	72	1133
No	78	1	1	42	54	16	21	19	24	1143	55	2	56	20	22	1144	12880	2	44	25	28	1142
Current LEP																						
Yes	3										2						519	1	18	19	62	1134
No	91	1	1	44	48	19	21	27	30	1142	64	2	52	20	27	1143	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	24	0	0	10	42	5	21	9	38	1139	16	0	50	25	25	1141	3651	1	26	24	49	1137
No	70	1	1	35	50	14	20	20	29	1143	50	2	52	18	28	1143	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	94	1	1	45	48	19	20	29	31	1142	66	2	52	20	27	1143	14754	2	40	24	34	1141
Gender																						
Female	42	0	0	21	50	7	17	14	33	1142	29	0	55	17	28	1143	7277	1	37	26	36	1140
Male	52	1	2	24	46	12	23	15	29	1142	37	3	49	22	27	1143	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	94	1	1	45	48	19	20	29	31	1142	66	2	52	20	27	1143	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	94	1	1	45	48	19	20	29	31	1142	66	2	52	20	27	1143	14463	2	39	24	34	1140

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